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ABSTRACT

As one of the technical reports resulting from a study of postsecondary alternatives in California, this report proposes that the state give serious consideration to the provision of a variety of noninstructional services to adults in the state, based only on people's interests and needs. These services include: diagnostic counseling; educational and career counseling; assessing competencies; including prior learning; certification; planning for growth; organizing and recording learning in a meaningful way; gathering, storing, and providing information; referral; advocacy; and self-evaluation. The principles involved, the model, and the costs and details of implementation are discussed. (MSE)

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POSTSECONDARY ALTERNATIVES: MEETING CALIFORNIA'S EDUCATIONAL NEEDS

A FEASIBILITY STUDY

THIRD TECHNICAL REPORT

NONINSTRUCTIONAL SERVICES AS POSTSECONDARY ALTERNATIVES

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September 1975

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This is one in a series of reports from the feasibility study, "Postsecondary Alternatives: Meeting California's Educational Needs."

The study stems from a recommendation in the 1973 report of the Legislature's Joint Committee on the Master Plan for Higher Education, chaired by Assemblyman John Vasconcellos, that the state establish a "fourth segment of California public postsecondary education" to offer educational activities, coordinate existing external and non-traditional programs, assess learning experiences and maintain a credit bank, and award certificates and degrees. Following this recommendation, the Legislature directed the Joint Committee to contract with a private consulting firm to determine the feasibility of implementing an external higher education program in the state, and in the 1974 budget the Legislature and the Governor appropriated funds for "studying and testing the need, design, and feasibility of a university without walls in California." The Joint Committee on Postsecondary Education (successor to the Joint Committee on the Master Plan) contracted with the Educational Testing Service and other independent consultants for this study. With the termination of this second Joint Committee in November, 1974, the Joint Rules Committee assumed legislative responsibility for the study.

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An advisory committee of thirty California citizens; a national panel of educational leaders from other states; and a liaison panel of representatives from the existing segments of postsecondary education in California consulted with the research staff during the study. Russell Y. Garth, on the staff of the Joint Rules Committee, served as legislative liaison for the study.

Available Documents:

Peterson, Hefferlin, et al., POSTSECONDARY ALTERNATIVES TO MEET THE EDUCATIONAL NEEDS OF CALIFORNIA'S ADULTS

First Technical Report: Hefferlin, Peterson, Roelfs, CALIFORNIA'S NEED FOR POSTSECONDARY ALTERNATIVES
Part One:

First Technical Report: Peterson, et al., COMMUNITY NEEDS FOR POSTSECONDARY ALTERNATIVES
Part Two:

Second Technical Report: Salner, INVENTORY OF EXISTING POSTSECONDARY ALTERNATIVES

Third Technical Report: Hodgkinson and Shear, NONINSTRUCTIONAL SERVICES AS POSTSECONDARY ALTERNATIVES

Fourth Technical Report: Clark and Rubin, INSTRUCTIONAL TECHNOLOGY AND MEDIA FOR POSTSECONDARY ALTERNATIVES

Fifth Technical Report: Shea, FINANCING FOR POSTSECONDARY ALTERNATIVES

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I. STATEMENT OF THE PROBLEM

It is commonplace these days to say that any society gets the crime rate that it deserves. We must be impressed with the costs and casualties of our social order--for example, it costs almost twice as much to have a person in prison for a year as it does to have a person at Harvard for a year. We know that low birthweight is related to poor performance in school, and that making sure that pregnant women have adequate nutrition would be an infinitely cheaper strategy than establishing large numbers of remedial education programs after those children were born. In other words, by making certain services available at time A at low cost, we may prevent having to deal with badly damaged people at time B at very high cost.

This paper proposes that the State of California give serious consideration to the provision of a variety of non-instructional services to adults in the state, based only on people's interests and needs. (No selective rejection of the "unfit" would occur, as is the case in the three sectors of California higher education.) These services, ranging from

personal counseling to assessing prior learning, are described in our model in Section III. Note that we are talking about activities that produce a great deal of learning, even though no teacher nor classroom need be present. These are non-instructional, learning activities.

Why should California, having made an enormous investment in its systems of higher education, consider providing such services? The answer is simple: large numbers of California adults now feel dissatisfied with their lives. Dissatisfaction and low self-esteem can easily lead to crime, drugs, alcoholism, divorce, suicide, and other tragic and costly consequences for individuals and for the state. The services we propose could be provided for a tiny fraction of the amount California spends on the tragic events just described. If one criminal out of 100 were diverted to socially useful work, the services could be shown to be cost-effective, as well as a way of improving the quality of life for countless California citizens.

The Concept of a Learning Society

Our proposal, stressing lifelong learning for Californians sounds radical, but the idea is hardly a new one. Thomas Jefferson proposed the idea in his plan for education for Virginia, and Bishop Grundtvig implemented such a system in Denmark over 100 years ago. John Dewey spoke of it 50 years ago;

Socrates and the Greek Agora were doing it 2,000 years ago. The idea simply gets rediscovered because it is a good one--citizens should learn throughout their lives. Learning takes place in many ways and in an immense variety of settings. Think of the theatre, museums, newspapers, factories, television, churches and their educational impact, and potential and the point should be made. The task remaining (a task New York state is already embarked upon) is to coordinate all of the educationally-related services, programs, and activities in the state and make them available to all citizens on a continuous basis. We propose a pilot program first, in a carefully selected sector of California. Here are some examples of how the program might work.

The Program in Operation

1. While waiting to see a doctor at the medical clinic for his yearly check-up, Bill Jones, 45 years old, notices a person sitting at a desk in the waiting room. A sign over the desk says "Personal Development Counselor." Having been told that he must wait at least a half hour to see the doctor, Bill goes over to the desk and picks up several pieces of literature, one entitled "Be What You Want to Be." Bill is a factory worker and has moved up to foreman. He doesn't want to get a degree but has always been interested in history, and has read

some American history on his own. After spending 15 minutes with the personal development counselor. Bill embarks on the writing of a learning contract which will be supervised by a historian from a nearby state college. The only cost to him will be for someone's time involved in writing and supervising the contract. On successful completion, the contract will be placed in Bill's own file, to be added to or used in any way he wishes at any time. With his permission, his entire file of educational experiences can be sent to an employer, a counselor, or a college admissions office.

2. Mary Smith, 38, has been feeling depressed because her children are too old to occupy her completely. Although Mary graduated from high school with passing grades, she has always had a low opinion of herself, yet she feels that she could do something that would make her life more satisfying. While watching television one evening, Mary sees a 5-minute special program on learning opportunities in California made possible through the Personal Development Center. A woman on the program, with a background like Mary's, has become a successful painter and seems to be enjoying her life very much. Mary relates strongly to the woman, and decides to go to the Personal Development Center nearest her home (the center is conveniently located in a quiet room in the post office). While there, she talks with a counselor who suggests that Mary take several

aptitude tests. These tests indicate a high degree of interest in social work, an area requiring skills not measured in her high school work. Through the Personal Development Center, Mary begins volunteer work at a home for the elderly. There she finds that she has inner resources and strengths, and that she can earn the respect of the professional staff. Whether Mary decides to go to college or not is irrelevant at this juncture; her immediate needs have been met.

3. Joe Williams is 32 years old, wants a college degree, but cannot afford to give up his job as a fireman in order to go back to school. He sees an ad for the Personal Development Center in the bus he rides to work and decides to stop in. (The Center is located in the public library.) There, he discovers that courses he took while in the army can count for almost a year's college work, and by taking the CLEP examinations he can gain even more credit. The Center arranges for the exams, and also gets Joe an appointment at a competency evaluation center (similar to Alverno College in Milwaukee) where he passes the competency requirements for written and spoken communication, as well as the basic mathematics competency. Because he is allowed to demonstrate what he knows and can do, Joe enters college as a junior.

4. Jane Snow, 50 years old, has reached that stage in life known as the "mid-career crisis". Divorced, with her

children married, Jane's secretarial job no longer seems meaningful to her. She finds her whole life too structured; not challenging enough. One day, while waiting in line at her bank, she notices a table with some literature dealing with the Personal Development Center on it. The folder indicates that a P.D.C. staff member is available in Room 8-A right in the bank. Having a half hour left on her lunch break, she decides to go to Room 8-A and try it. The counselor, well trained in the problems of second career choices, asks Jane a number of questions about her life, gives her several interest inventories to fill out at home, and gives her a book on career choices called What Color Is Your Parachute? The counselor suggests that Jane return in a week or two after completing the book and the interest inventories.

In the second interview, Jane indicates that the book has forced her to raise a number of questions about her goals that she had not considered before. Through these exercises she comes to see that she has always had a fondness for houses--interior decorating, landscaping, remodeling, even construction. She also enjoys meeting people, and is generally well liked. She decides that a career in real estate would be an ideal move for her. However, before arranging for a course of study, the Personal Development Center arranges for a one-month intern-

ship with a local realtor, working evenings, in order to find out what the job is really like. Although this is in addition to her regular secretarial job, Jane finds the new assignment so stimulating she can't wait for the next day to begin. At the end of the month, she has learned so much the P.D.C. arranged for a brief tutorial to give Jane the extra information needed to pass the tests to become a real estate agent; no course work was needed.

Each of these individuals has learned a great deal, although no one has taken a course in college in order to learn. Our examples only touch the surface of the learning opportunities within the state if we could only make them available in a meaningful way to all California citizens. It is our contention that this can be accomplished, at a relatively low cost, particularly when compared with the benefits to the lives of individuals and to the quality of life in California. We do not feel that the existing sectors of California higher education -- universities, state colleges, and community colleges -- have the desire, the responsibility, the structures or the resources to accomplish this purpose.

II. DO CALIFORNIA ADULTS WANT AND NEED SUCH A PROGRAM?

The answer to this question is clearly yes. Some of the earlier "needs analyses" of the educational needs of American adults were limited to questions about taking courses and getting degrees, thus neglecting the larger questions of the real human needs of adults as they deal with the various stages and tasks of adulthood. They were limited to vocationally oriented goals, largely getting a college degree in order to get a better job. We do not wish to slight such activity in this paper, but rather to emphasize different kinds of learning and the orchestration of the various means of producing it.

We know that people can express dissatisfaction with their lives in many ways. Polls over the years have shown consistent declines in Americans' faith in their social institutions. Drug use, suicide rates, stress-related diseases are all social indicators. In addition, although there is some evidence to the contrary, we are convinced by the evidence in James O'Toole's Work in America*, that many if not most Americans are not getting much personal satisfaction and feelings of self-worth from their work. We know that if people do not respect themselves, they will have difficulty in being active participants in their society. People want

*MIT Press, 1973.

to improve. National evidence for this quest is presented by a variety of studies indicating that between 15 and 40 million American adults are engaged in some form of organized educational activity. (The large variation in numbers also indicates the need for better ways of reporting such information.)

Our California Poll data, gathered by the Field Organization, indicates that considerable numbers of Californians would be interested in many non-instructional activities. Indeed, of the 14 million adults in California, some 8 million would like to take part in a comprehensive adult learning program, stressing many other areas of learning in addition to courses. For those identified in our Field Poll survey as potential learners (representing about 8 million Californians, the results are quite interesting:

TABLE A

Percentage of Potential Learners Interested in Services

Take a course or other programs of learning	41%
Assessment of personal competence--personal growth, potential for living a more productive life	31%
Testing of strengths and weakness in various subjects or skills	28%
Obtain information about educational oppor- tunities in region	22%
Personal counseling	20%
Testing to obtain advanced standing in a program of studies	18%
Discuss educational and/or career plans with staff member	17%
Putting together and maintaining a record (like a transcript) of all my educational work (from all schools I have attended) and perhaps all my job experiences	16%
Use the location as a place to study	14%
Evaluation of non-college experiences -- on the job, in the military, e.g., form possible credit toward a degree	14%
Receive training in basic skills--reading, writing, and basic arithmetic	12%
Would not be interested in using these services	15%

Note that although the highest area of interest is in taking a course, 31% of the sample (about 3 million Californians in all categories) would be interested in an assessment of their personal competencies, in order to increase their personal growth and live more fulfilled lives. Even more interesting was that 20% of the potential learner group was willing to admit to an interviewer who asked the Field Poll questions that they would like some personal counseling. Given the feelings that most of us have about our ability to function in society, the figure was unusually high, suggesting again that large numbers of Californians (as with the nation in general) feel that something is wrong with their lives. Even in our total sample, including those who expressed no interest in further learning, 13% felt the need for some personal counseling. Given the current counseling resources in the state, it is clear that much needs to be done to expand the group of people who can meet these needs. They need not all be trained in counseling psychology programs. Indeed, ministers, social welfare workers, nurses, members of police units and a number of occupational roles could be expanded to include capacities in adult counseling as a cheaper and perhaps more effective route than trying to train the large number of counselors who would be needed to tackle the job, if it is decided that the one-fifth of the adult population

in California desiring personal counseling would have access to that service.

When we return to the 31% of our potential learner sample who wish some assessment of their personal competencies and potential for growth, we are in an area for which institutions of higher and postsecondary education are simply not qualified, for the most part. Some institutions have developed relatively easy and inexpensive ways of determining strengths and weaknesses in particular skills or subjects (remember that 28% of our potential learners wanted this service, not necessarily related to courses or degrees) particularly the competency evaluation center at Alverno College in Milwaukee and the Life Lab at Miami-Dade in Florida. Few California institutions have developed much skill and/or sophistication in this area, outside of administering the standardized tests available which, because of their norm-referenced base, do little to help the individual who wants to improve.

Where, then, should we turn to develop the skills in assessing personal growth and future potential needed by one-third of our potential learner group? Most likely, this area should be combined with the personal counseling strategy mentioned above. Probably this sector of the program -- the assessment of personal growth -- should be accomplished

before the personal counseling program begins, but they could easily be tied together, particularly if use were made of existing occupational groups who could function in this area at least a part of their time. We have seen precious few really high quality adult programs of this sort. To seek counselling and assessment of personal growth is to suggest weakness -- something very hard for most Americans to admit. But our data make clear that there is a major need here which must be met if the quality of life of California citizens is to be increased. The state, in our opinion, does have a responsibility in this area, as does industry, the military, the church, and the local community. We present a proposed structure for delivery of these services in our model in Part III of this paper.

In addition to these functions, we can add career and educational planning and counseling a service desired by 17% of our potential learner group. An ideal program would be flexible, including facilities that would enable adults in California to move easily and quickly from assessment of personal growth to testing of strengths and weaknesses in various subjects and skills to personal counseling, and to career and educational planning. This kind of comprehensive program does not exist at the present, but could clearly be implemented in California, at least on a pilot basis.

In a slightly different vein, consider the worth to an individual of an "educational scrap book." Sixteen percent of our potential learners would like to put together and maintain a record of all educational and occupational experiences, not necessarily for job or college admission, but apparently because they thought it would be a useful thing to do. Few of us see our lives as a "life history", but often by looking back over a developmental pattern of many years of one's life, clues to the future may be seen which would be overlooked on a day-to-day basis. This activity would require only a small amount of trained staff time, since any individual could simply develop his or her own collection of information, with appropriate validation (similar to the service performed by a notary public) if the information might be used at some time for vocational or educational entry.

The simplest area to deal with concerns the 22% of our potential learners who would like to obtain information about educational opportunities in their region. At the moment most such information is made public by the institution which will collect the tuition fees for the services performed, while what is needed is a "Yellow Pages" conception, listing all of the resources available to citizens in the area, regardless of the agency sponsoring them. The costs involved in generating such information is quite low compared to the

benefits to the citizens who want to know the range of activities available in their area. (New York is moving ahead in the compilation of such information, particularly in the six-county area around Syracuse). The State of California should consider a direct contact with Norman Kurland and Lucy Comly in New York concerning their approach to gathering and categorizing such information.

The final area we would like to discuss from Table A concerns the 12% of California adults in our potential learner group who would like to receive training in basic skills -- reading, writing, and basic arithmetic. Very little is known about the teaching of basic skills. The retention rates are usually very low, and the level of skill acquisition is also low. Again, very few colleges, even community colleges, give this problem the amount of time and dedication it deserves. (There are, of course, some exceptions, and California Community Colleges have more programs of this sort than community colleges throughout the nation.) It may well be that small institutes, designed specifically for this purpose (such as the Life Lab at Miami-Dade) may be the best way of dealing with this problem. Livingston College at Rutgers handles the area by upgrading the staff, creating a Department of Educational Foundations (a very different connotation from "Office of Remedial Work"). They recognize that teaching adults to read and write well is

a highly professional skill, to be valued as highly as those of a good teacher of sociology or history. (Indeed, many feel that the task of teaching writing and reading skills may be more difficult and intellectually taxing.) At any rate, it is clear that 12% of our potential learners would like to learn these basic skills, without which one can hardly function in the state of California as a citizen.

This problem will probably increase in importance in the years to come, as we learn more about the numbers of high school graduates who are unable to read above the third-grade level, the impact of the Peter Doe case, etc. Such programs should not be seen as "pre-college" alone. These skills are necessary for every aspect of adult living, including personal and vocational aspects of life. Certainly self-esteem and feelings of competence are heavily tied in to whether or not an adult can read and write reasonably well. This group of adults may represent the most important group in our analysis, as without the ability to read and write and do basic math, many people will develop powerful resentments against the society that has branded them as "outsiders" if they do not possess these skills. Mexican-Americans particularly express these needs in a powerful way -- 31% of our potential learners who are Mexican-Americans express the need to acquire these skills. In their case, of course, there are multi-lingual problems that must be taken

into account -- "basic skills" in reading and writing Spanish may be very high for an individual who can nevertheless be effectively blocked from the accomplishment of his or her career and personal aspirations. Bi-lingual education for adults is another area in which very little is known, and there are few successful programs to which we can point. But it does represent a very important item on the unfinished educational agenda for California adults.

Summary

In these first two sections of our paper, we have tried to demonstrate that (1) there are many important non-instructional services that could be provided to citizens of California, and (2) that there are significant numbers of Californians who would take advantage of these services if they were made available in a low-cost, convenient form. We have also indicated that the provision of such services could increase the quality of adult life for citizens of the state, and could, through providing positive attitudes and motivation, decrease the large sums of money the state now pays in containing the large numbers of adults who are now turning to drugs, suicide, alcoholism, and various personality disorders as a consequence of a feeling of meaninglessness in their lives. We believe that the existing three sectors of California postsecondary education are not in a

position to offer these services on a cost-effective basis and that a new model is needed for effective delivery to the large number of adults who have expressed interest in them.

Learning takes place in an incredibly wide variety of settings, and we may have over-emphasized the classroom as the only place in which worthwhile learning occurs. We would like to make use of the full array of educational settings that exist in California in order to provide for adults in this state what was promised on a much smaller scale on the cover page of the Whole Earth Catalogue: Access to Tools. Adults do not stop growing up when they reach 18 or 21 -- growth is a process which continues throughout life. There is no reason why a 65 year-old person should be denied learning opportunities because of age alone. We are proposing a learning society for the adults of California, plus some ways to bring it about.

III THE MODEL

The model presented here is an attempt to solve the problems stated previously and to satisfy the needs of California's diverse population. The model is a system to provide a group of services that we feel will help to solve these problems. The emphasis in these services is for individuals themselves to think of their lives in terms of ongoing learning processes and to learn how to make maximum use of this learning. These services are:

1. Diagnostic counseling and goal-setting
2. Educational and career counseling
3. Assessing competencies and learning, including prior learning
4. Certification
5. Planning for growth and education (aiding individuals)
6. Organizing and recording learning in a meaningful way
7. Gathering, storing, and providing information
8. Referral
9. Advocacy
10. Self-evaluation (aiding individuals)

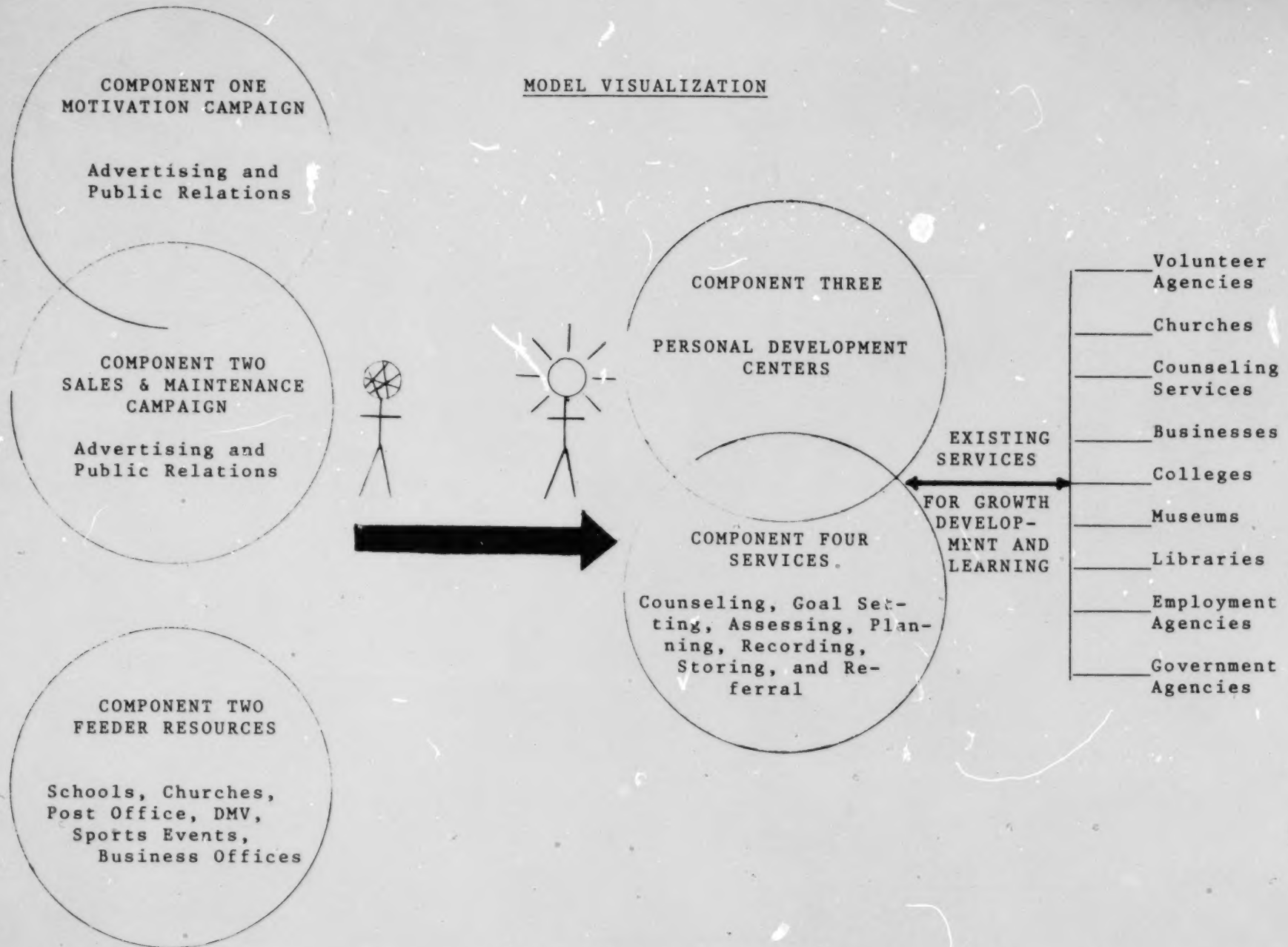
The intent is to provide these services in a format that can be easily understood, can be useful to the individual and

can benefit society. Most of the services discussed in this report could be provided at the present time under existing conditions. However, for these services to be most beneficial, a different feeling about the meaning of education would have to exist in the United States. There would have to be a more widespread acceptance of a meaning for education that includes everything one learns that is of value to him. Also, there would have to be greater acceptance of the idea that this "education" is a life process leading to more self-esteem and greater self-actualization.

We are suggesting a pilot project on a regional basis, with a definite time limitation and with the anticipation of a network of regional services throughout the state and a statewide cooperative information network.

The model has four components which are described here in the time sequence in which they are to occur. The first component is an advertising and public relations campaign to create a desire for increasing self-esteem. The second component is the process by which the general public is to be convinced that the method to increase self-esteem is to use the services we are providing. This process includes advertising, public relations, and referrals. Component three includes physical locations and communication methods to provide the suggested services. The fourth component is actual services to be offered.

MODEL VISUALIZATION



Model Component One: Motivation Campaign

The model can be implemented without the first component, but we feel it is a very important aspect of the total model if it is to be effective in fulfilling its goals.

The first component of the model is an attempt to change attitudes about what education is and to create the desire for more self-esteem and greater self-actualization.

A full, professional advertising and public relations campaign to accomplish these purposes must be developed by hiring professionals in education, psychology, sociology and advertising to work together toward this end. On a pilot basis, in order to test the success of the campaign, people in the geographic area will have to be pretested to determine their present degree of self-esteem and self-actualization. Though it is expected that this campaign will be extremely long term, and possibly unending, some results can be anticipated in spot testing in one year, two years, five years and ten years. Though a pilot area is being suggested, implementation on a wider scale should not await proof of significant change. The changes attempted here are changes in attitude that take several generations. It is known that in general, people are not satisfied with their jobs and their lives. In

order to be successful, this campaign will have to get across clearly the payoff of self-esteem.

Some ideas concerning this campaign will indicate what it is likely to include. We are suggesting a relatively intensive campaign the first year, and gradually less intensive campaigns over a period of years. The general campaign should include T.V., magazines, newspapers, billboards, pamphlets, booklets, mailers and direct personal contact.

An example of the type of T.V. programs for this campaign is a series of programs in which the heroes from various walks of life are self-actualizing. Some current programs somewhat like this are Kung Fu, The Waltons, and Karen. Another possible type of T.V. ad is something similar to the before and after headache commercials. Another type is the testimonial.

Examples of recent changes similar to what this campaign is to generate are the "black is beautiful" movement, the "feminist" movement, and the Zero Population Growth movement. These were not structured campaigns in the sense we are suggesting. The other advertising media would have a thrust similar to the T.V. advertising. Possibly some slogan would be adopted. Possibly some identifying graphic designs could be used. Maybe a logo and a catchy name, though slogans and names are probably more appropriate for use in an advertising campaign to sell the services, rather than one to change attitudes.

In addition to the "general" advertising campaign, specific advertising and public relations campaigns would be initiated to change the attitudes of particular groups of people, primarily opinion makers, but others as well. For example, letters might be sent (or well-prepared pamphlets or books) to teachers in an attempt to reach these opinion makers more directly than they would be reached by the general advertising campaign. Also, this campaign could be more direct, the motive could be explained, because these opinion makers would be more likely to understand the intent than the average person. They might not agree with the motive, but they would be more likely to understand it.

In other ways, children could be reached through a specific campaign. Union members could be reached through a specific campaign. Every identifiable subgroup could be reached through a specific campaign. Decisions relating to the number and extent of specific campaigns will have to be made by the group designing the campaign, based on money available, on urgency, and determined need to accomplish the purpose.

Another possibility is to hire and train a group of people to "spread the word." This same group could be used as part of the campaign to sell services. This component should take advantage of any existing resources that are working toward changing attitudes in this way. For example, this attitude

change may have occurred already to a greater degree in some geographic areas than in others. If this is true, the model could be instituted in one of the areas where substantial attitude change has already occurred. Whether or not this component of the model is instituted, we should recognize a general movement in our society in this direction. This component is a method of accelerating that movement.

The implementation of the services suggested in this paper should not await the "finish" of the campaign. The services are valid anyway, but they probably will not be as widely accepted without a significant attempt to explain their significance.

Model Component Two: Sales & Maintenance Campaign-Feeder Resources

Assuming some existing recognition of the need or desire for greater self-actualization (or assuming some change in this direction accomplished through instituting Component One), a link must be made between this need and the services that are to be provided. Component Two is this link.

The general population must become aware that these services are available and they must become aware of the intended purposes of the services. In addition, in order for the services to accomplish the established goals, all types of people must use the services.

Several methods could be used to interpose these services. An example of a compulsory method is one that would require a registration at such an agency in order to receive other government services. In other words, before getting welfare services, a driver's license, or any other government service, a person would have to register with this agency.

One advantage to such compulsion would be that the process forcing work toward self-actualization would reach all parts of California's society, rather than only those who seek out such services. Data indicate that those who seek out services are not always the ones who need these services the most.

Another advantage would be that in the long run, money could be saved, because people would not go to several places searching for their needs. For example, a person might ordinarily go to several different educational institutions, make inquiry, be counseled, and try to make a decision based on these several contacts. If the process of setting one's goals is accomplished first, the individual could be referred to the right institution to fulfill those goals. Though there are many desirable features of such a plan, we feel the compulsory aspect could negate the "good" to be accomplished, unless the public could be sold in advance.

There are several possibilities for non-compulsory methods.

One is a strong campaign to sell the idea of the possibility of greater self-actualization and then sell this agency as a method of accomplishing that. Another is to set up referrals from other agencies such as churches and high schools. Another is to set up the agency on a strictly voluntary basis and let people find out about it through the natural course of events, primarily by word of mouth. We are recommending a combination of the strong campaign and referrals from other agencies. Naturally, an additional feeder to the services would be by word of mouth.

After the plan is implemented a continuing public relations service would have to be carried on to disseminate information about the program. This would be done by regular P.R. and advertising methods used to sell any product. The type of public relations program and the intensity of it would vary according to the model used to implement this total program. If a compulsory model were utilized, the P.R. campaign would be for the purpose of making it palatable. For example, during the years of involuntary conscription into the armed forces, there were many types of attempts to "sell" the idea, including programs within the military to improve conditions, government publicity to convince the public that the fighting was necessary, and advertising campaigns to induce people to join voluntarily rather than be drafted.

If a purely voluntary model were to be implemented, a very strong P.R. campaign would have to be used continuously. Various approaches could be used. One approach would be to try to sell the services in such a way that people would become convinced that they are really necessary services, extremely desirable, and available to everyone. For example, the Social Security Administration continually disseminates information via regular advertising and public relations modes concerning the benefits that are available. They still don't reach everyone. Many benefits are not being utilized by everyone eligible, in some cases purely because of lack of knowledge concerning the availability of these benefits. However, most people who are entitled to benefits do use them. The Veterans Administration uses common advertising techniques to disseminate information about G.I. benefits and to convince qualified individuals to utilize these benefits.

In the present case, the services would become as well known as Social Security benefits and G.I. benefits someday and would hopefully be just as important as Social Security checks. The continuing publicity then would be to maintain adequate awareness of the availability of these services.

The campaign to "sell" services is relatively simple. The theme is, "become more self-actualizing by using the services of the Personal Development Centers." Again, we

would use T.V. as a primary advertising media. However, the media mentioned for the attitude campaign should also be used. Testimonials could be quite effective. For example, from well-known newsmen. We might even relate this campaign to the "attitude campaign" by using some of the same personalities or some graphic designs that carry over from the "attitude campaign" to "selling campaign." In the "selling campaign" identifiable logos, slogans and graphic designs are important.

One idea that might be used to sell these services is to try to get people to go to the centers (or use these services, since they may be able to use them in their own homes) on a regular basis, in much the same way that one goes to a medical doctor or a dentist for regular checkups. The "maintenance campaign" is a continuous reminder of all the services that are available and where they are available. This would be similar to the advertising of the Social Security Administration that explains the various benefits that can be provided. Again, regular advertising and public relations methods would be used on a continuing basis.

In addition to the advertising and public relations campaign to "sell" the services, we propose a series of feeder resources which will provide the stimulation, catalyst, and feeling of self-confidence that will enable people to enter the self-development role and to take advantage of the services

being offered. Feeders we have isolated include churches, major sports events, departments of motor vehicles, banks, post offices, voting precincts, charity drives, high schools, doctors' offices and public transportation systems. Obviously, the extent of possible feeders is almost limitless.

Several methods are to be developed to utilize these resources as feeders. Generally speaking, people working at or with these resources can be trained to refer individuals to the Personal Development Centers when appropriate. Also written information of various kinds can be distributed at these resources. Just a few very specific examples. Descriptive, simply worded brochures could be distributed at Department of Motor Vehicle offices when people get their drivers licences. (This might also be a good location for a Development Center.) Bank tellers, as part of their training, could be given enough information about the functioning of the Development Centers that they would refer people at appropriate times based on discussion at the tellers' windows. Reading material can be placed in waiting rooms. A simple program could be arranged to explain the functions of the Development Centers to medical doctors so they could refer patients at appropriate times. The examples are infinite.

Model Component Three: Personal Development Centers

The services must be offered in some location. This location is Component Three. As a pilot, we recommend that a relatively provincial and self-contained geographic area within California be chosen. The actual choice and the size and population of the area would depend upon state policy and availability of funds. It is anticipated that the model would be developed on a statewide basis based on demonstrated success within the pilot area.

Within the pilot area, and later, throughout the state, the proposed name for the "places" at which services are to be available is Personal Development Center. These centers might be "store front" type locations and in addition, public places such as libraries, museums, parks, union halls, chamber of commerce offices, recreation centers, and motor vehicle offices. We would like to consider using those facilities in which large numbers of people characteristically wait for long periods of time anyway. For example, a major hospital clinic would probably have a large number of individuals with considerable time on their hands, in the course of which some of the diagnosis could be done immediately. If a Center were immediately adjacent or indeed part of the waiting room assembly of the clinic, the clinics would serve

a variety of roles; included would be the assessment of individual personal growth potential, which would be done primarily in a cooperative mode, trying to help the person to develop skills of self-assessment rather than simply laying on an expert analysis from outside.

The number of actual locations would be determined by the size of the region and by the transportation patterns within the region. But the locations must be readily accessible. It is most desirable for the actual sites to be clean, neat, unpretentious and attractive to all kinds of people. In addition to some stationary locations, mobile locations are desirable. Possibly the services could go directly into the home in some cases, either by means of telephones or visits, and eventually computer terminals and T.V. Immediately, however, mobile units such as those provided by some libraries, could be utilized. They could move from place to place on a regular basis and should be identified by the logos or graphic designs picked for the advertising and public relations campaigns.

The services should be available to people in their homes by a core of trained employees from the Centers, similar to the services by visiting nurses and by tutors from the public schools who teach people at home who cannot get to the institutions. All of the "sites" for performing services must be linked to

central locations for detailed information and specialized services, since one or two staff members at a site cannot have the expertise to perform all of the suggested functions. Possible types of linkage (Clark and Rubin, pp. 137-152) will be mentioned in the next component of this model. Also the section of the total Alternative Postsecondary Study concerning media-based services provides some ideas for these linkages.

Model Component Four: Services

Component Four is the heart of the model, the services that are to be made available. They are listed more or less in the order of utilization by an individual over a period of time. These services cannot be completely separated for purposes of an individual's use, but they will be discussed separately here in order to identify them. The general term "counseling" has traditionally included many of the elements of these services. For example, information services and advocacy are mentioned as an integral part of the educational and career counseling services, but they are also discussed as separate functions.

1. Diagnostic counseling

Diagnostic counseling is part of any overall counseling program. This diagnosis would include standardized testing for proficiency, abilities, aptitudes, personality and knowledge. A whole range of tests and techniques would be used :

as an aid for the individual to determine goals as they relate to total development, to education and to employment. One of the best specific sources of self-help in goal setting, we have found, is a book called What Color is Your Parachute? by Richard Nelson Bolles. His instructions are very specific.

Another source is a value clarification workshop such as those suggested in Values Clarification by Simon, Howe and Kirschenbaum. Another excellent self-help guide that can be used individually or in a group is Robert Howard's Roles and Relationships, Exploring Attitudes and Values. It is in the form of a workbook. This workbook provides a guide for thinking through and determining priorities and for more clearly establishing one's identity and purpose. The services suggested here are not counseling in the form of therapy as that word is commonly used. Information and referral services related to counseling for accelerated human growth or as therapy would also be provided. Therefore, trained therapists would not usually be needed at the Centers.

The staffing will be discussed under the section titled Implementation. In some cases, the functions of counselling and helping with goal setting, would be performed at the Personal Development Centers. In other cases, people might be referred to other agencies for these functions, especially if therapy were desired or required. However, it is anticipated

that most people could work directly with staff members of the Center. It is anticipated that goal setting services might be held at the centers for people to work together in the process of setting goals. The goal setting process would include long range goals, life commitment types of goals, formal education goals, employment goals, goals related to self-expression, goals related to family life, and goals related to human relationships.

As part of its record keeping or storing function, the center would keep records for an individual related to this goal setting process on request, and the records would be solely the property of the individual. Records related to all aspects of these services would be maintained similarly for any use the individual would wish. For example, looking back at one's goals of a few years ago, and the process by which those goals were derived, can be of substantial aid in the continued goal setting process that occurs throughout life; in this case, a planned, intentional process. For most people today, it is an unplanned, unintentional process that continues throughout one's life.

2. Educational and Career Counseling

The educational and career counseling services most commonly considered are:

- a. information collection and dissemination related to educational and vocational needs
- b. referral to community agencies, training programs, educational institutions
- c. testing
- d. counseling on an individual or group basis related to educational and career planning
- e. advocacy on behalf of a client seeking admission to school, college, work-study programs or jobs
- f. job placement

Some desirable characteristics of these services are:

- a. a broad range of up-to-date information
- b. variety
- c. easy access
- d. professional staff or trained paraprofessional staff
- e. inexpensive
- f. consumer protection provided
- g. individual service

The New York State Education Department is conducting a study of education services for the adult public for the purpose of policy making in this field. As part of this study, Lucy T. Comly discusses some of the most significant programs

related to educational and career planning in a paper dated January 20, 1975. Part of that discussion is quoted here since New York State is more deeply involved in this type of activity than most other states.

Educational and career counseling services are provided by a number of different agencies. This service, however, is usually an adjunct to the primary mission of the agency. Such adjunct services apparently suffer limitations which prevent them from meeting the needs of the adult public. For example, campus-based counselors often are not conveniently located for easy access. Accountable to a specific college, they may fail to recommend other regional or independent study resources which may be more appropriate for the client. Their main experience lies in counseling traditional, college-age, full-time students rather than adult part time students. Some staff members of campus-based counseling services specifically provided for adult students, have claimed that these services are often inadequately staffed by part time individuals with minimal qualifications.

To overcome some of these shortcomings and to meet the needs of special target audiences, a variety of community-based educational and career counseling services have been developed in recent years. Their general variations in location, use of outreach methods, services provided, and titles are discussed below....

The educational and career counseling needs of educationally disadvantaged adults are served by various learning centers in New York State. In the South Albany Learning Center, and SUNY Educational Opportunity Centers, counseling is integrated into the skills and general educational programs and might, there-

fore, be regarded as a secondary service of the agency.... Located in low income areas of major cities, these services are not readily accessible to a wide public, but do serve the needs of a selected target group.

Educational and career counseling is the primary and single purpose of such agencies as the Syracuse Regional Learning Service, the Providence (Rhode Island) Career Education Project, the Hartford (Connecticut) Capitol Higher Education Service, the SUNY Stonybrook Mid-Career Counseling Center, and the Rye Academic Advisory Service, as well as the Office of Vocational Rehabilitation. Such community-based services range from single office locations (Rye Academic Advisory Service) to a regional service (Syracuse RLS), and from Statewide (OVR) to national branches (Catalyst).

The limitations of a single office or restricted location can be overcome by using such outreach methods as telephone counseling, mobile consultants, or natural linkers (such as librarians, community agency volunteers, and Cooperative Extension agents). In an effort to reach a broad public, several services rely heavily on such outreach efforts. The Providence Career Education Project, for example, is directed toward the home-based individual who is not working or in school full time. Although the agency maintains a single walk-in resource and counseling center, the majority of its counseling is done by phone. The Syracuse Regional Learning Service provides twenty-two mobile learning consultants in five counties; these consultants meet with clients in their own homes or offices or consult by phone. The Statewide External Degree Program includes some state librarians as consultants. This program also plans to include Cooperative Extension agents and YWCA counselors in an effort to expand the number of natural linkers and the public being served.

A wide array of services for a special target group is provided, not only by the learning centers, but also by the Office of Vocational Rehabilitation. Unlike the other agencies, the OVR has existed for fifty-five years; its service is directed towards the emotionally, mentally, and physically handicapped, who are potentially employable. A full range of personal, educational, and vocational counseling services are provided by OVR as well as supportive services in special cases. The narrowest range of counseling service (educational information only) is provided by such agencies as the Rye Academic Advisory Service and librarians participating in the Westchester County Library Adult Independent Learner Project. This latter project is currently under study and development in the twenty-two New York State library systems. If the program is adopted, state libraries may provide information, referral, counseling and learning center services for adults engaged in continuing study or planning to engage in independent study.

One approach, which may enhance the effectiveness of community-based educational and career counseling services, is the utilization of such titles as "learning service", "academic advisory service", and "higher education or career services". Many adults may view the need for counseling as an admission of personal failure and as a threat to their own independent status. Since their search for educational opportunities is a sign of advancement rather than failure, adults resent the notion that they need "counseling", but can accept the assistance of a planning or advisory service which simply provides the needed information and help in using it.

The foregoing general discussion...of educational and career counseling services is limited because specific data on what

services exist within the state are unavailable. In fact, only one higher education region in the state (Mid-Hudson) has conducted a detailed survey and assessment of counseling services for the public. Other HEA Title I resource assessment projects have limited the counseling surveys to verifying the existence of counseling services on a campus or at a community agency. Detailed knowledge of extent services would be a useful guide for planning and funding allocations by local, state, private and federal agencies.

In the absence of a detailed statewide survey, information from the Mid-Hudson report is summarized below, because it provides commentary on the effectiveness and shortcomings of many community-based educational counseling services. In the Mid-Hudson region, 23 agencies (12 in Westchester County alone), 4 special programs (including OVR), and two outreach centers were found in the seven county region, which could be regarded as "community-based" counseling and referral service in continuing education... The region has a total population of 1.8 million people; although accurate records of the number and characteristics of clients served are frequently not kept, these agencies report service to over eleven thousand individuals in the past year. Detailing each agency, and noting some excellent services, the survey report provides the following overall summary (pp. 39-40).

1. The geographic distribution of services is uneven, both in terms of accessibility and target populations.
2. No effort is made to reach blue and white collar workers through outreach methods.

3. Only about one-third of the services set a high priority on the clients' consideration of a wide variety of educational opportunities.
4. Limited educational and occupational information collected and used by most agencies.
5. Traditional counseling methods are used; insufficient use of group counseling occurs and no new technology is employed.
6. Professional qualifications of counselors vary widely.
7. No regional institutions offer training programs for counseling of adults.
8. No regional approach exists for planning and coordinating existing services and developing new services.

3. Assessing Competencies and Learning, Including Prior Learning

The function or service of assessing prior learning, or assisting individuals to assess their own prior learning, is becoming more widespread. For a long time, many colleges have granted credit for prior experience, such as time in the Armed Forces. In this case, there is no evaluation of what was learned, there is just an assumption that everyone who stayed in the Armed Forces for two years (or whatever length

of time) must have learned something. Arbitrarily it was decided that the time spent was equivalent to a certain amount of college learning which is designated by college credits. More recently many colleges began to grant similar credits on the basis of grades on examinations, usually in subjects "taught" by the colleges granting credit. The example is The College Level Examination Program (CLEP). This comes closer to an evaluation of prior learning, since the test grade is relative to a large population of test takers of similar college level. However, some of the important aspects of evaluation are missing.

Evaluation of learning (either prior learning or present learning) that considers the following elements is more meaningful.

- a. A comparison of accomplishments with goals is more meaningful than a statement of accomplishments alone.
- b. A good evaluation informs all interested parties of things they need or may want to know. An employer may want to know very specifically what learning has taken place, and something like a CLEP score may not perform that function well.

- c. An evaluation is a continuing process so that neither self nor external evaluation provides previously unknown feelings or judgments.
- d. A good evaluation is an educational process for the individual being evaluated. It is most useful if it suggests future goals as well as summarizing past performance. It may help point out some needs that relate to future plans.
- e. A good evaluation is clear, specific, and detailed.

The Cooperative Assessment of Experiential Learning, (CAEL), is a current major research project related to this topic. They have published a few preliminary reports indicating various practices in assessing experiential learning, either prior or current, but its thrust is on current experiential learning. CAEL Working Paper No. 1, (September, 1974) lists four basic functions of assessments: 1) facilitating personal development, 2) crediting and recognizing learning, 3) support for educational program development and 4) quality control of educational programs. More important here, to describe the service we are suggesting, CAEL lists six stages

of assessment:

- a. Identify the types of learning or competencies acquired.
- b. Articulate the learning or competence to goals.
- c. Document the fact that the learning experience actually occurred.
- d. Measure the extent and character of the knowledge or skill acquired.
- e. Evaluate whether the knowledge or skill meets an acceptable standard and how much credit and/or recognition is awarded. Evaluation is not always distinct from measuring since measuring sometimes simply involves comparing a student's accomplishment with previously evaluated standards, but often measuring and evaluating are distinct stages especially in the sense that evaluation implies some judgment as to how much the learning is worth in academic currency.
- f. Transcript the credit or other appropriate description of the learning and its assessment. Even when a specific amount

of academic credit is awarded for experiential learning, the credit must be described on the student's permanent record in a way that is fair and equitable and in a way that communicates to interested persons what the credit represents. Since experiential learning does not come with course labels, transcription becomes an unavoidable aspect of assessment.

An example of assessment using these six stages is included here as Appendix A. This is an assessment of prior learning as part of a pilot project of Armstrong College developed by William M. Shear, one of the authors of this paper.

For purposes of facilitating personal development these stages can be accomplished by an individual himself with no outside certification or acknowledgement. For most people some help is necessary to accomplish these steps. This help might be in the form of counseling. Also, an information center containing materials that explain how to go about these processes (with some examples) can be useful. Usually an "advisor" or "counselor" would be needed. In order to

credit or recognize learning so that it can be conveyed to others, an external agent must participate. This external agent could be an existing institution that has similar functions at present, it could be an existing institution that performs other functions at this time, or it could be a new institution.

4. Certification

For many purposes it is important to have proof of what one has learned or what one has accomplished. This proof is important in the process of getting employment, in convincing someone that one has the prerequisite knowledge to tackle other types of learning situations, in convincing oneself what one knows, or for pride in one's accomplishments. Also the proof is important for record purposes, to build a total dossier of one's background and knowledge. We often forget that we know something, and the proof would remind us. Colleges furnish proof of accomplishment (that is, satisfactory completion of college courses) by means of grades and official transcripts of those grades. College degrees are also intended to be proof of learning. Corporations often furnish proof by awarding certificates for the completion of certain in-service training programs. The Armed Forces offer certificates at the end of certain training programs. Usually these certificates indicate completion of a program.

They do not usually indicate that someone knows a certain thing or can do a certain thing. An example of a certificate that does indicate a certain skill is that awarded for expert marksmanship. This certificate really means that on a particular day, Mr. Joe Blow could hit a bullseye nine times out of ten or whatever. In some cases that would be nice to know.

Sometimes the only indication that we have learned something is a statement like, "Gee, Gary, that was a beautiful job you did of landscaping my yard." In a written form this is called a testimonial or endorsement. This can be a useful form of certification also.

Many employers require written evaluations of their employees on a regularly scheduled basis. These can be useful as certificates of knowledge, ability, or productivity.

Another method of certifying is having a recognized expert in a particular field say you've done it. Write it down, it becomes certification.

The service we are suggesting would be a combination of these and other forms of certifying. Using the best means available for a particular situation, this recognized agency would "certify" for the purposes of each individual. In order for the Personal Development Center to certify, it would use some of the services mentioned below.

The two valuable aspects of certification would be self satisfaction, and usefulness as proof to others.

One of the consequences of the great expansion in size and mission of the American higher education system during the 1950's and 60's and its central place in our meritocracy was that increasing numbers of people were denied direct access to the credentialing process through which occupational mobility was possible, because they had not been exposed to a large number of years of formal higher education. This process has set up roadblocks to the fulfillment of occupational aspirations for those who could not manage to give up other responsibilities in order to complete an extended period of higher education. Access to the credentialing process is still contingent to a large extent on the amount of higher education, or its equivalent, that one has been exposed to.

The problem is particularly difficult for people who would like to move into a second career line. Training and certification linkages are so well established and so inflexible that it is very difficult for a person to move out of one set into another -- the nurse who wishes to use her nursing training and education credits to do advanced work in nursing, or who wishes to use her credits toward becoming

a doctor is in a difficult situation. The assumption is usually made that she will have to "go back to zero" before beginning advanced work. Similarly, a person with a degree in social work who wishes to enter a law school may find it impossible to demonstrate the competence that he now possesses in certain aspects of law in a way that could give him credit for those proficiencies toward his law degree. It seems important that the credentialing process take account of what candidates actually know and can do, rather than the insistence that certain educational exposures be completed before the credential process can even begin.. This means that credentials must be more specifically related to criteria measuring occupational success, rather than the more generalized form of credentialing now represented by the B.A. degree, which is considered today an absolute necessity for entering professional study, even though there is little evidence that the B.A. is a necessity for success in advanced professional work. Indeed, it seems that credentialism and teaching often work against each other. For example, the student wishing to enter medical school is told that a broad general education is necessary to be a good physician, yet pre-med undergraduate days are often spent in preparing for the MCAT's, so that the pre-med seldom gets a good general education at the B.A.

level, even in science. We recommend that the functions of teaching and credentialing be kept separate, handled by different people with different skills in different agencies. Some people can be credentialed without teaching, and others may just wish to be taught and not to be credentialed.*

A related line of argument in this paper is that there needs to be a fairly sharp distinction between the awarding of credentials and the awarding of college degrees. In the scheme that we are recommending, a college degree is primarily an award based on a number of years of academic study and is an indication of a student's areas of intellectual interest, skill and commitment. The degree, particularly the baccalaureate, would have little or no utility in job-related credentialing. The job-related system of credentialing would be moved out of the complete control of institutions of higher education and would be handled by a variety of groups representing many concerned people in American life, including successful practitioners of that occupation, clients, members of regulatory agencies, and professional examiners, as well as faculty members. The credential then becomes a direct prediction of occupational

*For more information, see H. Hodgkinson, "Regional Examining Institutes", as given at the Annual Conference, American Association for Higher Education, March 12, 1974.

success for a given area of work and that alone. One reason for this position is the large number of studies that have indicated a lack of specific relationship between the criteria for success used by higher education in promoting or demoting people (grades), and those that are useful in the outside world.

In the effort to reduce this discrepancy, we propose that two systems of awards be developed -- the first dealing entirely with degrees which are statements of intellectual interest and experience, and the second dealing with credentials which are based on proficiency, are job-related, and are job-predictive. If this dichotomy were to be implemented, it would mean that there would be nothing particularly wrong in a policeman's getting a degree in philosophy. His credentialing as a policeman would be handled through an entirely separate system and would not have to be based on his having acquired a college degree. On the other hand, his intellectual interest in philosophy would not be held back by the vocationally oriented credentialing system. This might deal with the problem of the strong and unwelcome relationship between general and liberal educational levels and occupational status placement levels. There is no particular reason why a person who seeks a manual blue-collar job should be limited in his intellectual interests to any

particular set. The lack of access to intellectual interests forced on certain occupational groups is one of the chief ways whereby our social class system perpetuates itself.

Indeed, one of the major sources of malaise in contemporary American life may well be the rapidly increasing boredom and lack of self-fulfillment produced by the world of work.* We are advocating a considerable expansion in terms of the number of realms of human activity that can produce the award of social status in addition to occupational status. During the 50's, ours was an almost pathologically work-oriented society, and one's work provided one with almost all of the status dimensions the society could provide. Today, however, occupation is not enough, and much evidence has accumulated that people need a diversity of status characteristics, which could be provided through a separation of the person's intellectual interests from the credentialing process itself. There are many trends in higher education today that support this move. The large number of non-degree students, the Regents' Degree in New York, the Capital University Center in Connecticut, the ability to grant the master's degree in business administration conferred upon the Arthur D. Little Co., and many of the "new colleges" described in Laurence Hall's

*See James O'Toole, Work in America, MIT Press, 1973

excellent new book entitled The New Colleges (Jossey-Bass, 1973), are all steps toward freeing up the process. The access must be broadened both ways -- both broader access to higher education for those who simply wish to investigate or study some area of human life that intrigues them without any concern for their occupational mobility, and better access to the credentialing process for those who do not have a great deal of exposure to higher education, but possess skills which they wish to have applied to occupational advancement. There is no interest here in eliminating credentialism. Every society from the "primitive" hunting cultures to advanced western technological nations has to have some filtration system for making sure that individuals get to important roles and functions only after they have qualified by demonstrating the skills that are needed to perform those functions. No one wants to fly with a pilot without certification, even if the person possesses several Ph.D. degrees and 780's on the Graduate Record Examination. There is, of course, a vast and interesting symbol system that goes along with the credentialing process in most cultures. But the system in the United States has become vague, and the B.A. degree is at best a proxy credential and does not indicate anything specific about an individual's competence level.*

*David McClelland, "Testing for Competence Rather Than Intelligence," American Psychologist, January, 1973

(The one potential exception to this development should be noted. Some institutions are now developing competency-based curricula, both for college-wide objectives and for the completion of the major.)

The contradictory forces at work in every society-- (1) the desire for complete social mobility by making sure that individuals are placed in their roles in society based on their competencies and (2) the desire of parents to pass on to their children the fruits of their hard-won victories -- are still present in American life, as they are in all other societies. We propose an increase in equity in the system by differentiating occupational credentials which need not have any direct relationship to colleges or universities, and the awarding of degrees, which will be more related to intellectual interests rather than any vocational certification mission.

5. Planning for Growth and Education

As part of the total advising (counseling) function, methods and procedures to help individuals plan for the future will be developed. To be most effective, this service must be as individualized as possible, but experience has indicated that considerable help is needed in this process. For example, Minnesota Metropolitan State College requires entering students to attend classes in which they

work out their education plans.

Guidelines can and probably should be established for the process, to be used individually, with an advisor, or in groups. These plans will be extremely varied, but some of the characteristics of most of them will be flexibility, broadness, some definiteness, and reflection of individual goals. An example of guidelines for planning is included here from a pilot project at Armstrong College.

EDUCATION PROGRAM PLAN AND ITS PREPARATION

This plan takes the place of and in some ways is equivalent to the curriculum and requirements of a structured college program. The difference is that the plan is completely individualized and is developed by the Participant himself, based on his statement of goals. This plan takes into consideration the Participant's goals as they relate specifically to the Pilot Project.

This plan is a specific statement of a Participant's total program which is to be equivalent to a regular four-year college program. It must be detailed enough to indicate what the participant will do to accomplish all the goals. It must include elements related to the general education necessary to function as an adult. It must also include elements related to the business knowledge necessary to accomplish the stated goals. It must indicate how all of the requirements listed as the "meaning of the degree" will be or have been met.

This total plan will include what has already been accomplished relating to the goals and the four-year equivalent program. An assessment will be made of the Participant's present status relating to this plan, but this assessment is not part of the plan itself. It is the next step. In many cases a large portion of the plan will have been accomplished prior to Participant's enrollment in this program.

Plans must include all the substantive areas to be studied and plans for each substantive area must include the following elements:

1. Specifically what objectives are to be met?
2. What learning needs to take place to accomplish the objectives?
3. What methods will be used?
4. What resources will be used?
5. How will the learning be evaluated and proven?
6. How will the learning be organized and used?
7. What time element is involved?

The Education Program Plan will probably be revised several times during a Participant's work while in this program.

At a relatively early date the Education Program must be approved by the Participant's Expert Committee. This should be done early enough so that a lot of time is not wasted pursuing a program plan that will not constitute a degree program. Some Participants will be working on specific projects (as described in their own project plans) at the same time they are developing their Education Program Plan.

These guidelines are related to a specific degree program. For purposes of planning at the Personal Development Centers, similar but broader guidelines would be developed.

One of the tools that can be used to help accomplish specified objectives within an individual's broad plan is a

growth or learning contract. Contracts such as these are described well in the 1975 Empire State College Bulletin (pages 24-25):

LEARNING CONTRACTS

Academic work at the Empire State College is organized through learning contracts. A learning contract is a plan for learning covering a particular period of time. It is negotiated by a student and his Mentor and is subject to approval by the Associate Dean. It describes the long-range goals of the student, the means he will use in achieving his short-range goals, the topics of study, the resources he will use, what he will do and what he will produce, how long it will take, how much credit in contract months he will earn, and how and on what basis his work will be evaluated.

The contract describes the rights and responsibilities of both student and Mentor for a period within the student's degree program. After receiving advanced standing in terms of contract months through assessment of prior learning, the student completes the remainder of his degree program through a series of learning contracts.

A contract may be either full-time or half-time (one-quarter time is possible in the Center for Labor Studies and by making arrangements with the Learning Resources Center in Saratoga Springs) and can run for whatever period is most appropriate for the student's plan, though usually for not less than one month nor more than four months. While individual time requirements will vary, a full-time contract normally assumes an investment of 36 to 40 hours each week; a half-time contract, 18 to 20 hours per week. The length of contracts and the academic credit awarded for contracts is stated in terms of contract months. A contract month by definition is four weeks. Lengths of contracts may be stated as full-time or in halves or quarters but not in other fractions.

The learning contract provides structure within the individualized study atmosphere of the College.

It helps students and the Mentor to understand what the student does and how it will be evaluated. Good contracts carry forward a student's education by relating to prior learning and also to future possibilities for study. A realistic balance is required, for some kinds of learning cannot be spread thin, just as other kinds cannot be compressed.

A learning contract may involve independent study under the guidance of the Mentor, and adjunct faculty member or tutor, or it may involve taking a formal course on the campus of another college. It may include working with an ESC module, a correspondence course or a media course designed for self-study. The student may become an intern in a government or social agency, may elect to work on a cooperative project with fellow students, or may be tutored in a specialized area of knowledge. The student may also travel both in this country and abroad with a specific study plan, or do independent research.

An example of guidelines we suggest for the preparation of learning contracts is included here.

PROJECT PLANS, THEIR PREPARATION AND ACCOMPLISHMENT

A project plan is a description of an individual project or experience in the form of a contract. It may describe a class, course, on-the-job experience, directed reading, or other parts of the total Education Program Plan. It is a summary of your planning and an agreement between the Participant, the advisor, and any others involved, about what is to be learned and how the learning will be accomplished. It should be a fairly definite project with a definite time frame; for example, one week, one month, or two months. Most projects will be of a relatively short duration. Several may be undertaken simultaneously.

Project Plans should be numbered chronologically as they are developed. When a total Education Program is completed as originally conceived in the Education Program Plan, it will be demonstrated by the completion of a large number of individual Project Plans.

Each Project Plan should have the following components:

1. Title - a short description of the specific project.
2. Objectives - specific statements of what you expect to learn; for example, skills, new feelings or awareness, competence with ideas or relationships, or facts.
3. Schedule - how often you expect to meet with your Advisor and/or instructor or consultant, how much time involvement (like six hours a week, three hours on Saturday and one hour a day three times a week), and total length of time. A beginning date and estimated completion date should be included.
4. Resources - materials, facilities and resource people needed for this project and where they can be found.
5. Learning methods - readings, examinations, discussions, research or whatever.
6. Financial arrangements - total costs and method of payment. For example, if a tutor is hired, how much will be paid and when?
7. Relation to total plan - a clear statement must be made concerning the amount of college equivalency to be completed and how it fits into the total Education Program Plan. For example, "This project will take me two months; it will be equivalent to one month of college."

8. Evaluation - method of evaluation to be used, person or persons who will evaluate what you have learned compared to your goals, and what evidence of learning will be used.

Project evaluations must be completed within two weeks of the completion of each learning project.

Project Plans must be dated and signed by the Participant and the Advisor. All Project Plans must be approved by Expert Committees and satisfactory completion of these plans must be certified or validated by the Committees. In most cases an Advisor and Participant may decide to complete several projects at a time before approval and validation by Committees.

Two specific examples of learning (or project) contracts from Empire State College (1971) and Campus Free College (1974) are included as Appendix B.

6. Organizing and Recording Learning in a Meaningful Way

There is considerable overlap in the various services mentioned in this part of the paper. Services related to organizing and recording learning in a meaningful way are closely related to assessing learning and to acting as a certifying agent. In all of these cases there are two major reasons for the service; for self-satisfaction and for proof to others. Some people may be primarily interested in self-satisfaction, others in proof.

Many methods are currently being used to record learning. College transcripts of classes and grades are meant to be a

record of this type. Grades on examinations such as CLEP are filed. Certificates are awarded for degrees of competence in various activities. A collection of all this type of data by one individual is one type of record.

A record that could be enjoyable and useful for most people is a "scrapbook." It can be as detailed as the individual might wish. To be most useful, it might include the substance of what has been learned as well as some sort of proof. A "journal" is another variation. Examples of these records are available from people who have done this sort of thing for their own satisfaction or enjoyment. Over a number of years, this becomes an excellent tool for tracing development. The "agency" we are suggesting here would develop models and methods for individuals to use as they develop their own scrapbooks or journals.

Another type of record is a central data bank to record all formal learning experiences; and at an individual's request, it could record less formal learning experiences. A person's learning and development could be recorded in loose-leaf folders organized by problems, subject areas, or chronologically. A useful service that could be performed relating to this record would be to make it official. In that case proof would be necessary, but it would not have to be reproven each time it is used.

The idea here is for people to keep such records all their lives. There are people who do this now but we know of no formalized structure to encourage or to help with this type of activity. The closest thing to this is probably the "portfolio" idea used by many colleges today to store and categorize what occurs during a particular student's time in college. A school that has developed particularly good procedures for portfolio use is Evergreen State College in Olympia, Washington. Evergreen then translates the portfolio into a narrative transcript. A similar idea is a portfolio of an artist showing examples of his work and the development of it over a period of time. This is certainly collected for self-satisfaction as well as a tool in searching for employment. There have been many suggestions recently that all college courses completed be entered in a central storage facility either on a statewide or national basis. Some graduate schools are considering asking for the best work or paper completed.

Another function, acting as a record keeping agency, is closely related to developing processes and helping people to record their learning. Over a period of time methods for storing and categorizing this type of information would have to be developed. It might be by means of files, computers, microfiche or videotape. Emphasis would need to be placed

on the purpose for such record keeping. The records are individual and are for the purposes of the individual. He should be able to "get at it" in much the same way that people can use a safety deposit box. He can take out what he wants, work with it, and put it back. But it is not available to anyone else. If procedures could be developed, the information might be stored in a person's home rather than in a central location.

7. Gathering, Storing, and Providing Information

Information services are vital to any counseling service. Also closely related, as a next step, are referral services. It is difficult to separate these functions, but this will be a brief discussion of information services. The first steps in providing these services are the most difficult, deciding what information will be needed and determining how it can be gathered in a systematic way. Information is not relevant if it is out of date. Collecting and keeping current information is extremely difficult.

Some of the existing information services similar to those we are suggesting are mentioned in Lucy Comly's paper dated January 20, 1975.

In New York State, elsewhere in the United States, and in Canada, educational information services are provided by print, phone, or computer. Information in printed form or

computer data banks may be local, regional, or national, while phone service is usually limited to a local area only.

1. Printed Matter

Nationally, three annual catalogs are available through libraries and counseling offices, which list colleges and universities providing part-time or independent study. Other text, The New York Times Guide, is available to the public through bookstores, but is out of date and not scheduled for a new edition (see "References").

Regional catalogs are published one or more times a year: outside of New York State, by the Educational Exchange of Greater Boston and Toronto Metrodoc System; and, within the state, by the New York City Regional Center for Lifelong Learning (NYCRCLLL) and the Rochester Area Colleges. The latter two catalogs are the first to be published by Title I regional resource assessment projects in New York State. No specific guidelines determine the format for these two catalogs and, consequently, they differ in cataloging methods and information carried. The Rochester catalog, for example, covers all educational resources in the region by type of institution. The NYCRCLLL catalog is limited to accredited postsecondary institutions only, but separately indexes institutions, courses, and programs of study. Plans are being made to expand this catalog to include museums and community agencies.

Printed flyers found across New York State are a common form of information service provided by local school districts and Boards of Cooperative Educational Services (BOCES). Two counties, Dutchess and Sullivan, also publish semester listings of continuing education opportunities. In addition, one of the postsecondary institution consortia, the H. son-Mohawk Association, publishes a flyer covering college-credit courses available to part-time students.

Individual institutions, such as community colleges with evening and weekend continuing

education divisions, publish their own brochures and catalogs and utilize newspaper advertising.

The printed flyers available from BOCES, school districts, and consortia are equivalent to individual college catalogs in their specificity and availability. The publications lack the broad spectrum of information available in a regional catalog of all educational opportunities, such as those published by Genesee and New York regions or the Toronto Metrodoc.

Delivery methods for information services relying on printed texts vary as widely as the texts themselves. Some appear in newspaper ads or are mailed to private homes; other printed flyers are available free of charge at banks and shopping centers. Most regional catalogs enjoy only limited distribution by virtue of their price (NYCRCLL \$10.000; Metrodoc: \$15.00-400 sold). An exception to the rule is the Boston Educational Exchange Catalog which sells 2400 copies a year at less than \$4.00 per copy.

2. Phone Service

In New York State only one phone line information service appears to be available, namely, the NYCRCLL. This phone service (5 lines) utilizes part-time employees and a file card information base. Educational opportunities and some financial aid information are provided. The need for counseling service has been expressed by callers to this service; the possibility of expanding the service to include counseling is being explored.

In the early 1970's, a phone-in walk-in information service, covering all programs in Broome and Eastern Tioga counties, was set up in a town bank. The service was staffed by volunteer guidance counselors. With free television and radio coverage at first, the service received many call-ins. In the absence of this advertising, the phone calls were reduced to one per day; the service was discontinued after one year of operation.

An unusual information service outside of New York State is the Learning Exchange in Evanston, Illinois. The phone service is staffed by volunteer students and is a registry of names and phone numbers of persons who would like to learn, to teach, or simply discuss some topic of talent with others. Formed three years ago, the exchange serves 13,000 people and covers 1,800 subjects.

3. Computer Services

Computer data banks provide information on a wide variety of subjects including courses, colleges, jobs, and financial aids. The Toronto Metrodoc System, for example, utilizes a computer as a storage system for the catalog published for the Toronto area. An extensive source of financial aid information, readily available to the United States public on a mail-based Scholarship Search firm. This computer data bank covers 250,000 possible sources of financial aid and matches student characteristics to eligibility requirements. Some New York State BOCES programs provide Computerized Vocational Information Systems (CVIS), a computer registry of U.S. four-year colleges, New York Community Colleges, and occupational information. A campus-based employment information computer system has recently been funded by the Comprehensive Employment Training Act of 1973 at SUNY Stonybrook. Intended for Suffolk County residents, the data bank will also be utilized by the Stonybrook Mid-Career Counselling Center.

The most comprehensive computer-based system, the Guidance Information system (GIS), is provided by Time Share Corporation. This system includes a two, and four - year college information file, a scholarship and financial aid information file, and an occupational information file. Colleges are categorized by programs of study and by institutional characteristics (location, size, admission requirements, etc.). Occupational information is broken out by characteristics of industries or of occupations, as well as by personal educational aptitude, and preference characteristics (work dealing with

people, things, or abstractions). Employment outlook, earnings and physical demands are also specified.

Both CVIS and GIS are computer programs purchased or leased by BOCES in New York State. Approximately 300-400 terminals for these two programs and a third Long Island program are presently available in the State (Westchester, Southern Tier schools, Wayne-Finger Lakes, Rome City Schools, and Shaker High). Over 1,000 terminals, each at an annual cost of \$3,500 - \$4,500, may be available in the public schools within the next five years. Each school determines whether or not these are available to adult evening students.

The collection, storage and updating of information of all sorts is rapidly becoming an almost impossible task because of the information explosion. The information necessary for learning services for adults includes continuously updated information on as many learning resources available in the community as possible. The geographic area best suited to storage of this sort is not determined. It might be done on a statewide, centralized basis in a way that could be made readily available anyplace in the State. This would involve collection of information on a local basis and transmitting it to a central place. Or the service could be primarily a local or regional service. Necessary information would include details concerning every college and all its programs and classes, all training facilities, private and public, all vocational schools, all libraries and their resources, people with special skills and knowledge, activities and resources of all government

agencies, services of all private businesses, all museums, and their contents, all recreation areas and their facilities.

This is a monumental task. It can be done, but it is getting more difficult. This type of service is closely related to counseling or advising of various kinds and to referral for individual purposes.

8. Referral

A major service of the Personal Development Center is referral to existing services. This service is closely related to the gathering and storing of information. In some ways it is the most important service of the Centers since the whole intent of the Centers is for them to be a link between people and the myriad resources available in the community for help in growth development and learning.

The referral service will do more than just provide information that certain resources exist. It will be necessary to provide access to some of these resources in various ways. For example, the Centers can indicate an "official" reason for the need of an individual to see a particular public official when it might be difficult to see this official otherwise.

To fulfill goals of various kinds, individuals will be referred to the broad range of agencies available in our society including colleges, businesses, employment agencies,

welfare agencies, local government agencies, federal government agencies, California state agencies, volunteer agencies, libraries, museums, and churches.

A difficulty of this service is to have staff with enough broad abilities to know where to refer and to have information regarding referrals available for ready retrieval.

9. Advocacy

The advocacy role might be performed at the request of individuals after the consulting process has progressed somewhat. In order to act as advocate, some organizing, goal setting and self-evaluation would have to occur first. In general terms, this role would be exactly as defined, to advocate, recommend, support or defend someone at his request, though not an "advocate" in the legal sense of defending someone in court.

A simple example. Ms. Barbara Jones has completed some diagnostic testing, has set some career goals by using the Bolles method (What Color is Your Parachute?) and she has organized in a meaningful way her prior learning. There are some other services she wants to use later (learning contracts, certifications, continuous recording of learning), but right now she wants a job. She has three children and wants to support them. Since we are not suggesting

that this agency provide placement services of this nature, the agency would refer Ms. Jones to existing placement services and methods. Some placement services in turn would act as advocate. But suppose Ms. Jones answers an ad in the classified section and is very interested in this job. At her request the agency could certify that, yes, Ms. Jones is qualified for this job by knowledge, skills and competency, and yes, it is the right kind of work for her since it fits well into her value structure, and yes, her personality is what you are looking for. In one way, this would provide an extremely valuable service for the employer as well as for Ms. Jones. It would minimize the employment procedures now provided by some businesses and for most businesses it would provide better and more information than they presently get during the hiring process. The same role could be performed if Ms. Jones would like to enter a law school, a medical school, or any other school or college.

In effect, the records and/or certificates provided through the agency would in some cases act as advocate in the way a college transcript with all "A's" acts as advocate. Each individual could establish records in such a way as to emphasize certain skills and competencies, the particular one that fit that person best.

The Hartford (Connecticut) Capitol Higher Education Service, currently performs this type of advocacy role.

10. Self-evaluation

The ultimate aim of the concept of Personal Development Centers is to provide the means for everyone to gain self-esteem and to be more self-actualizing. As part of this concept it is important for people to learn how to evaluate themselves and their lives so that this self-evaluation becomes more significant than evaluation by others. Existing tests and counselling services can be used. But primarily, it takes practice and continued reassurance. The tool of self-evaluation (and urging the use of self-evaluation) would be a constant and pervasive method of the Centers.

IV IMPLEMENTATION

Costs

In thinking about this project, the most feasible strategy for implementation would involve a one-year planning phase followed by a three-year pilot project. Costs of the planning year would be between \$50,000 and \$100,000. It is clear that start-up costs, particularly the media campaigns, would be quite high, so that calculation of operating costs ought to be spread across a three-year period. This would also be true of the training costs, which would be high initially and drastically reduced by the third year.

Due to the diversity of services offered, the intensity of involvement, and the wide variations in professional time needed per service contract, cost estimates per service performed would be extremely difficult to estimate at the present time. However, compared with planning the costs of a new college, we think that our costs will be extremely low, due to the fact that no construction of any sort will be needed -- virtually all space needed can be leased or simply borrowed from public agencies. Equipment needs will also be minimal.

Careful attention should be given to the selection of the pilot location. In addition, the planning group

(selected by the Legislature) should consider several funding options. Our conviction is that the individual user should pay some part of the cost, even if minimal, for psychological reasons. During the first three years of the experiment, cost data should also be matched by "benefit data" -- what were the consequences of the program for the people involved in it? How were their lives affected? This data should be matched to cost to get a clearer picture of the worth of the pilot project before a decision is reached on a broader scale of involvement.

The planning group should also give special attention to the training aspect of the project, including how to find the talent pool from which to draw, where to find competent trainers, how long a training period, how to work with those from other fields - nurses, police, clergy, etc. - to give them extra training they would need to be useful participants. These cost estimates will be difficult to acquire.

Planning Year

One of the first determinations to be made during the year is the regional location for the pilot program. Considerations include size of area, cost, current social climate, types of existing resources, and population characteristics. Related to the location, the methods to

coordinate these services and the actual location of services must be determined.

It might be possible to accomplish more in a very small community because it would be easier to work on a personal basis and to measure the results. The disadvantage of a small community would be the lack of resources. How about a relatively separate small community near a major metropolitan area?

Based on the area selected, Component One and Component Two of the model must be planned before the implementation of the pilot. This would involve preliminary investigation of available advertising and preliminary determination of the advertising and preliminary determination of the advertising and public relations campaigns. These campaigns must be straightforward, since we must avoid the charge and the realization of Machiavellian thought control.

During the planning year an evaluation plan would have to be developed to test the effectiveness of the program. Will the program accomplish the identified goals? What will the results be if the program is instituted on a statewide basis? What will the results be if it is not instituted?

How can the staff be recruited and trained? Certainly existing resources will be utilized, but a staff to "man" (or "woman") the Centers must be found. During this year,

a recruitment and training plan must be developed. As we have previously discussed, the staff members do not have to be professional counselors. They must, however, be generalists with substantial knowledge about growth and learning processes. They must have some knowledge about existing government and private institutions that can be used to help accomplish the goals of the Centers.

During this year plans can be made for specific instructions and guidelines to carry out the services of the Centers. Initial contacts can be made to the cooperating institutions and agencies for help with these instructions. This contact would also introduce these agencies or institutions to the idea of the Centers.

APPENDIX A

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ASSESSMENT OF PRIOR LEARNING, SAMPLE

RECOMMENDATION TO LES BROWN COMMITTEE

Pilot Project

August 16, 1974

Les Brown enrolled at Armstrong College in October, 1972 to work toward a BBA degree. One hundred twenty-three (123) quarter units of credit were transferred from other institutions which he attended from 1925 to the present (a minimum of 186 units are required for a bachelor degree). He attended classes at Armstrong College for five quarters taking one or two classes per quarter to work toward completion of the requirements for the degree. He completed 23 quarter units at Armstrong College.

In October, 1973 he began working on a portfolio for the Armstrong College Pilot Project with the hope of attaining a BBA degree under this program rather than the regular Armstrong program.

Les has completed all course requirements for a regular BBA at Armstrong College (concentration in Real Estate) by transfer or by taking courses except for the following:

English 1b (5) Reading and Composition
 English 1c (5) Reading and Composition
 Political Science 135 (2) Political Action
 Psychology 1 (5) General Psychology
 Math 2 (5) Statistics
 Science 5 (5) Geography
 Business Administration 149 (5) Business Policy Formulation
 Finance 109 (5) Corporation Finance
 Industrial Management 107 (5) Production Management
 Secretarial Administration 12 (2) Intermediate Typing
 Secretarial Administration 20 (2) Business Machines
 History 5 (3) History of American Ideals
 Science 20 (5) General Biology

To graduate in the regular program he would need to take 54 quarter units (three or four quarters). In the regular program these specific requirements are usually not waived.

For the pilot program I recommend accepting at face value 146 quarter units or three years of college which includes both general education and business.

SUMMARY OF UNITS EARNED IN OTHER INSTITUTIONS AND AT ARMSTRONG COLLEGE

BUSINESS CORE

<u>Course Title</u>	<u>Units</u>	<u>Grade</u>	<u>Institution</u>
Beginning Law	1 semester unit	A	LaSalle
Contracts	3 semester units	B	LaSalle
Quasi Contracts	2 semester units	A	LaSalle
Agency	3 semester units	A	LaSalle
Prin. Accounting I	3 semester units	B	UCB Extension
Prin. Accounting II	3 semester units	B	UCB Extension
Business Law - Intro.	3 semester units	C	UCB Extension
Negotiable Instruments	3 semester units	A	UCB Extension
Marketing Management	5 quarter units	B	Armstrong
Personnel Management	3 quarter units	B	Armstrong
Typing	2 quarter units	P	Armstrong
Business Organ. & Mgt.	5 quarter units	A	Armstrong

Pilot Project
 Armstrong College
 Berkeley, California
 Carol Shabrami, Coordinator

(Note: All law classes above are considered here to be the equivalent of Juris 1 and Juris 2 at Armstrong for a total of 10 quarter units. These law classes include Beginning Law, Contracts, Quasi Contracts, Agency, Business Law-Introduction, Negotiable Instruments).

TOTAL UNITS BUSINESS CORE (Converted into quarter units = 34)

COMMUNICATIONS

<u>Course Title</u>	<u>Units</u>	<u>Grade</u>	<u>Institution</u>
English Bible as Lit.	3 quarter units	B	UCB Extension
English	3 semester units	C	USC
Communications	3 semester units	D	USC
Communications	2 semester units	C	USC
Communications	2 semester units	C	USC
Speech	2 semester units	C	USC

TOTAL UNITS COMMUNICATIONS (Converted into quarter units = 21)

HUMANITIES

Humanities (Gen)	3 semester units	C	Diablo Valley College
Western Civilization	3 quarter units	B	UCB

TOTAL UNITS HUMANITIES (Converted into quarter units = 7 1/2)

NATURAL SCIENCE AND MATHEMATICS

Math 1a	5 quarter units	B	Armstrong
Intro Archaeology	5 quarter units	B	UCB Extension
Field Course Archaeology	5 quarter units	A	UCB Extension

TOTAL QUARTER UNITS SCIENCE & MATH = 15

SOCIAL AND BEHAVIORAL SCIENCES

American Government	3 quarter units	B	Armstrong
Econ Principles 1	3 semester units	B	Univ. of Oklahoma
Econ Principles 2	3 semester units	B	Univ. of Oklahoma
Econ 1a	3 semester units	C	USC
Econ 1b	3 semester units	C	USC

(Only one set of Econ principles courses is counted)

TOTAL UNITS (Converted into quarter units = 12)

FIELD OF CONCENTRATION - REAL ESTATE

Sales of Personal Property	3 semester units	A	LaSalle
Personal Prop. Bailments	3 semester units	A	LaSalle
Real Property	4 semester units	A	LaSalle
Mortgages	1 semester unit	B	LaSalle
Real Estate Finance	4 quarter units	B	UCB Extension
Real Estate Appraisals	3 semester units	A	Diablo Valley College
Blueprint Reading	2 semester units	B	Diablo Valley College
Urban Land Use	3 semester units	A	Univ. of Arizona
Real Estate Practice	3 semester units	A	Univ. of Arizona

TOTAL UNITS FIELD OF CONCENTRATION (Converted into quarter units = 37)

ELECTIVES

<u>Course Title</u>	<u>Units</u>	<u>Grade</u>	<u>Institution</u>
Federal Tax Accounting	3 quarter units	A	UCB Extension
Auditing	3 quarter units	C	UCB Extension
Risk Insurance	3 semester units	B	Univ. of Arizona
Domestic Relations	3 quarter units	A	LaSalle
Criminal Law	6 quarter units	A	LaSalle

TOTAL UNITS ELECTIVES (Converted into quarter units = 19 1/2)

TOTAL NUMBER OF QUARTER UNITS COMPLETED TO DATE = 146

For the purpose of determining how this participant's learning experiences (other than college classes) relates to a college degree, a subjective evaluation has been made on the following table. The last item in the table, equivalency, means this is the approximate time of full-time college attendance that it would take to accomplish that learning. A year of college is determined to be nine months. Full-time college attendance assumes 40 hours of involvement a week.

As the pilot project progresses, guidelines for equivalencies for experience will be developed.

Les Brown's situation is an unusual one in that his goals have been met before entering this program. In terms of time in college I recommend the following equivalencies for what he has accomplished:

<u>GOAL OR GOALS</u>	<u>LEARNING STRATEGY</u> (Accomplishment, activity, learning experience, including learning resources)	<u>TIME ELEMENT</u>	<u>EVAL. PROCEDURE</u>	<u>EQUIVALENCY RECOMMENDED</u>
1. Learn insurance; Become a broker (business)	Enrollment in Golden Gate insurance program. Obtain broker's license by passing exam.	1950	Obtained brokers' license	one-half month
2. Learn law and accounting to learn tax effect of property sales for buyer and seller as well as legal implications of sale (business)	Enrollment in Walton School of Commerce, Chicago for 23 1/2 sem. units of accounting; 15 semester units of business law.	1930-1944 part-time	Official transcript grades of B average. Received college credit for all Business law except corporation law and cost accounting. 5 semester units for cost accounting accepted; 5 semester units for corp. law accepted.	two months
3. Learn Appraisal for use in real estate career (business)	Enrollment Appraisal I - Stanford Univ., American Institute of Appraisers Enrollment Appraisal II - Stanford Univ., American Institute of Appraisers Residential Appraisal - Univ. of Oklahoma (S. R. A.) Appraisal IV - University of Oklahoma	1953 1956 1957 1957	Achieved M.A.I. designation.	two months
4. Learn effective public speaking and salesmanship to deal with public in business of real estate (business and general education)	Enrolled in 5-year training program with Beckman & Hollister, Inc.; Self-study course in salesmanship (case study) Toastmasters International member	1947-1952 1952	Letters and clippings attesting to speeches to Service Clubs and their effect on audiences.	two months
5. Communicating expertise to fellow realtors (business and general education)	Urban Land Use Studies & RE Practices; a.r.e.a. studies Co-authored articles "1966 Housing Purchases in Great Britain"; the "Role of the Analyst-Appraiser (economist) in Urban Problems and Urban Growth Planning"	1965 1966 1967	Published in <u>The Real Estate Appraiser</u> .	two months

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6. Communicate his real estate and appraisal expertise to college students (business and general education)	Teacher at Anthony School, Armstrong College, East Contra Costa and West Contra Costa College w/Adult Ed. and Commun. College cred. based on experience in RE and appraisal.	CCC - 1955-56 A.D. - 1972-74	Letters from employers.	two months
7. Be successful as a realtor and appraiser (business)	Course work, seminars, workshops, textbooks programmed instruction; study for broker's license, certificate program (USC Metropolitan College). Owner own RE Office (El Cerrito)	1928-1974 1947-1973	Evidence throughout portfolio; Telephone conversation w/Wm. Reinhard, Sr. VP Mechanics Bank, Rich. Excellent quality of appraisals as attested by letters and conversations w/people who know his work. Prominent clients. (More than 800 appraisals for Mechanics Bank)	eighteen months
8. Become a member of M.A.I. Maximize professional contact and keep up to date in field. Participate in public affairs related to profession (business)	Member, American Institute of Real Estate Appraisers; Member, West Contra Costa Board of Realtors; President, W.C.C. Board of Realtors; Director Regional VP California, RE Association	1958- 1952 1953	Achieved membership M.A.I. Must pass exam. PR and Admin. functions attested by letters, news clippings.	two months
9. Become active in civic affairs, community (general education)	President, El Cerrito Chamber of Commerce President, El Cerrito Rotary Campaign for City Council Seat	1958 1952-53 1954	Letters, clippings	two months
10. Apply knowledge in service of U.S. Government during WW II, RE & Appraisal (business)	Project Manager, U.S. Army Corps of Engineers, RE Division	1942	See "Projects" listed on pages 7 and 8 of narrative.	one month
11. Learn to evaluate and dispose of foreclosed ranches as a step in RE appraising (business)	Employment with Federal Land Bank of Berkeley	8 1/2 years 1939-1947	Sold 500 ranches.	nine months
12. Become an expert in RE appraisal (business)	Lifelong experience as RE appraiser and broker		Designation of Expert witness Alameda and Contra Costa County courts.	0
TOTAL				41 months (9 months equal one school year, so this is more than 4 school years)

In terms of the meaning of the degree through the Pilot Project, I recommend accepting Les Brown's portfolio as proof for the following:

1. The recipient has established and made explicit his goals related to education in the field of business.

His goals were made explicit prior to his enrollment in the project. It is evident based on the past that his major career goal was in the field of real estate appraisal.

Page 52 of the portfolio (preparation, ambition, etc.) was copied from an old scrapbook (certified W. Shear). The page must be thirty years old. This indicates to me he set his goals at least by that time. These goals included hard work, "success" in business, being admired by colleagues and using time wisely. The portfolio attests to his accomplishment of these goals, at least to some degree.

2. The recipient has established an adequate program to learn what he needs in order to accomplish these goals.

It is apparent that he established an adequate program, since the goals were reached.

3. The recipient has in some way acquired knowledge appropriate for him to function as a participating member of the society he lives in. (General education component)

4. The recipient has in some way acquired the knowledge appropriate for him to accomplish his goals at the present time in the business world, or he has acquired knowledge of the business world similar to the generally accepted requirements for a bachelor's degree in business. (Business component)

It is apparent from his portfolio that he already accomplished his goal of becoming a successful real estate appraiser.

His satisfactory completion of college courses attests to his having acquired the appropriate knowledge in certain subject areas of business. The acquiring of knowledge for successful business activity is proven by use of knowledge in business as indicated in the portfolio.

5. The recipient has the ability to make use of this knowledge in appropriate ways.

In addition to the necessary functions of an individual in our society, Les Brown was active in Chamber of Commerce activities, political activities, professional activities, service clubs, and he has been a teacher in his field of expertise. This is proof of using his general education knowledge.

His business knowledge was used over a period of more than thirty years in which he engaged in business as a successful real estate broker and real estate appraiser. Proof of this success:

Letter from Thomas O'Neil, MAI, Executive Vice President, Financial Appraisals, May 20, 1974.

Letter from Edward Greub, MAI, Manager Appraisal Services, Caldwell Banker, May 17, 1974.

Letter from Marshall Zaidel, Chief Deputy Assessor, Alameda County, May 17, 1974.

Letter from Carl Rush, Chief Appraiser, Contra Costa County, May 17, 1974.

Phone conversation with William Reinhard, Vice President, Mechanics Bank, June, 1974. Les Brown was head appraiser for this bank for ten to twelve years. They would still use his appraisals if Les would consider doing them.

6. The recipient is able to communicate what he knows.

Letters from colleagues and letters regarding the toastmasters club indicate that Les Brown is able to communicate what he knows, particularly to communicate conclusions to clients. The number of appraisals made for particular clients indicates that these clients are satisfied with his ability to communicate the necessary information in real estate appraisal. (For example 823 appraisals were completed for the Mechanics Bank, Richmond, CA). Also letters from students and employees, now successful assessors and appraisers, indicate his ability to communicate this material.

7. The recipient is able to identify his own strengths and weaknesses for translation to behavior relating to his goals.

This is indicated to some degree by his identifying his strength or ability to be an appraiser and in accomplishing that objective.

8. The recipient has completed an education program equivalent to a four-year college program

This is indicated in the first part of this summary.

RECOMMENDATION

On the basis of the above information:

1. Three years of college completed, roughly equivalent to three years at Armstrong College.
2. More than four years of college equivalency based on list of goals above.
3. Acceptance of portfolio for fulfillment of meaning of degree.

Award a Bachelor of Business Administration degree equivalent to a regular four-year degree.

VERIFICATION

I hereby certify that the above information is true and correct to the best of my knowledge and belief.

DATED: August 16, 1974

Carol Shabrami
Carol Shabrami, Coordinator
Pilot Project

Project Description Sample

This project description--and the project evaluation that follows--are from CFC student Dan Larkin, of East Deerfield, Massachusetts. Dan's major academic interest is in Environmental Education, and this project, done a year ago, was his first after enrolling in CFC with program advisor Mark Cheren.

Title: Nature Study Presentation

Instructor: Gordon Schummel

Duration and Schedule: The duration of this project is not certain at this point, since some basic decisions and arrangements have yet to be made. However, I expect the project to run between two and three months.

I will be working on a weekly basis; researching and preparing one environmental topic every week. My weekly schedule will include two nights of study, a meeting with my instructor to review my course of study, and at least one environmental presentation.

Goals: To build up my working knowledge of basic environmental concepts, as well as my awareness of the environmental problems our world faces.

- o To have practical experience in researching, preparing, and presenting lesson units of environmental knowledge through such mediums as slide shows, poetry, video and cassette tapes, and nature walks.

- o To get a better idea, through practical experience, of my feelings toward this kind of work.

- o To make my life-style more harmonious with my natural surroundings.

Methods: My main approach will be to pick an environmental concept (such as entropy or natural cycles), research the topic and prepare it for presentation.

I plan to work with the Long Plain Nature Center in Leverett, Massachusetts, and its director, Gordon Schummel. I will observe their present activities, help them deal with the problems involved in keeping the center going, and design educational programs for use at the center and in local school systems.

I also plan to take several three- or four-day camping trips and keep a record of my experiences.

Finally, I want to share my knowledge and experience by designing presentations for any one of the following forms:

- o Slide show/poetry reading,
- o Video and/or cassette tape,
- o Nature walks.

I expect most of my instruction to come from study and experience, but I will look to Gordon Schummel for suggestions and criticism of my work.

Validation: There are two means of evaluation I have in mind.

- 1) Critiques of my work by the people I work with and feedback from the students for whom I do presentations.

2) Presenting my work to an examining board in the form of a slide show/poetry reading, video or cassette tape, or a nature walk.

I would like to be evaluated on the following points:

- o Do I achieve my goals ("actualize my ideas")?
- o Do I live what I believe in?
- o Do I communicate my ideas and do my presentations raise awareness? (This is where student feedback will be important.)

Finally, I would like the examining board to be made up of people who can judge the following elements of my work:

- o Content of useful environmental knowledge;
- o Technical proficiency with slides, video and cassette tapes;
- o Speaking ability;
- o The educational value of my presentation techniques (do my presentations make people want to act upon what they have learned?);
- o Do I have a good command of the knowledge I am presenting?

through internships and workshops, and through writing for them. Specifically, I feel the biggest need here is to break down the barrier between religious educators and non-church approaches, but I need more experience in the above areas before I can begin to do this. I hope that a piece of my second book for religious educators will grow from my CFC work.

WHAT I HAVE TO WORK WITH

The qualities and skills I already have, probably, are:

- 1) Good study habits, based on a lot of self-motivation and practice and self-discipline in use of time.
- 2) The ability to feel where kids are at, to empathize with them, to love them, and to see them as they might be.
- 3) The ability to organize and run things (like a family of ten in a 14-room house). Although I can do this, administration is just not my thing at all.
- 4) Amateur ability as a folk musician and folk artist; somehow, I'd like to incorporate this more into my learning and teaching.

MY INTERESTS, IN ADDITION TO THE RELIGIOUS-PSYCHOLOGICAL-EDUCATIONAL ONES MENTIONED ABOVE:

- 1) Art, especially medieval art and American folk art, and music, especially classical and Anglo-American folk music. From this, an interest in art, music, and all forms of creativity as a means of growth.
- 2) The Women's Movement.
- 3) Yoga as a way of life (Christian Yoga, especially).
- 4) Environments as aids to growth and homes as growth centers; nature (and animals) as teachers of the transpersonal experience. Better use of the natural environment I have at my disposal (Berkshire County) for increasing awareness.
- 5) Fiction that touches on all or any of these concerns.

PERSONAL RESOURCES I CAN COMMIT TO LEARNING

- 1) An unlimited supply of thought and energy--the concerns above move with me at all times, from kitchen sink to behind the wheel of the car, everywhere.
- 2) Time: I usually have five good quiet hours each school day to call my own, plus odd slots of time. I've learned to make good use of these, although I don't work particularly well under pressure.
- 3) Money: this seems as though it will work out. The royalties from my first book are just starting to come in, and I have a standing job to write features for the same paper I have at-

tached to this curriculum plan. A tape is projected to go with the book, and I've been investigating grants.

4) My biggest hindrance is lack of flexibility and freedom of movement. With eight school-aged children at home, I really am not free to come and go as much as might be desirable--and yet these same children keep my work free from ivory towerism. I expect that each year will find me more flexible, and I will do the best I can within this limitation for now.

OTHER RESOURCES

- 1) Books and publications: I have built a good humanistic library and have access to several others. I do realize, as Jack has pointed out, the limitations of solitary study and the need to supplement it with actual experience. This has always been my biggest problem in learning.
- 2) Resource people, including my PA, and the network of humanistic educators around me. Perhaps some sort of tutorial can be worked out with one or more of them.
- 3) The New England Center for Personal and Organizational Development in Amherst, MA, is the best organized learning center I can tap into. I hope to get there at least a couple of times a year for weekends.
- 4) My laboratories: my home, my classrooms.
- 5) The Graduate School of Education at American International College in Springfield, MA, has just begun offering courses in Pittsfield. Perhaps something will be worthwhile.

During the past couple of years I've been involved in four learning projects which were studies of ways of growth, and three of these were also sharings of my own learnings with others. I've written these up and will be submitting them for possible advanced standing credit. They're just, I hope, a beginning.

Project Evaluation Sample

This is the evaluation for Dan Larkin's Nature Study project described on page . By comparing what Dan actually learned with what he set out to learn, readers will see how able he was to do what he wanted. The other important aspect of this evaluation is how Dan's work compares to the standards of college work as understood by his evaluator, Professor Robert Fitzmaurice, School of Education, The University of Massachusetts at Amherst.

I feel I've achieved most of my projected goals and learned the following:

First, I can now see some ways to make the actual writing of a presentation for a class more efficient. For example, whenever my interest is not specifically focused, I should write a series of presentations rather than just one. This will give the general themes I'm concerned with time to develop.

Second, I feel I've learned some basic procedures for teaching and I now have a more realistic view of the time, energy, and thought required for this kind of endeavor.

Third, I feel I've received, through the feedback of others and my own self-observation, a "good" assessment of my inherent talents for this kind of work as well as the present state of their development.

Fourth, I find my knowledge of both environmental concerns and education to be less than what I had hoped to reach and that this is a result of "poor study habits" (disorganization, lack of priorities) which I hope to work on directly next quarter.

I feel I actualized the idea of doing a short weekly presentation to a small group of children (though not in the quantity I had hoped for). The feedback I received from people who observed my work indicated to me that I had a fairly good command of my subject and the means of communication I used.

I feel my awareness of the issues involved in educational endeavors has grown substantially.

I don't feel I've had the opportunity to deal specifically with different forms of media.

I feel that in relation to my prior college experience, the time, energy, and academic effort I put into this project (specifically, writing presentations, seeking comment on them, seeking out observers and situations and doing them) is worth 2 credits.

The following is a transcription of Bob's taped remarks which I am asking him to sign:

1) Having agreed upon the following criteria: that the candidate (Dan) would:

- a) Observe other classes,
- b) Teach in a classroom,
- c) Share lesson plans and get feedback from me,

d) Take advantage of local conferences and resource people who I recommended, I feel Dan has fulfilled these criteria and that his work is worth 2-3 credits.

2) The commitment of life energy is there as well as the seriousness of purpose.

3) We have dialogued in a way I only wish a whole semester of a "methods" course could.

4) I find your description of the project more detailed than I could have imagined--much more than I would expect or demand of my own students.

5) Relative to my own student teachers, you are in an embryonic stage of development in certain respects. Yet in other respects, you have begun to deal with issues which my students haven't even conceived of. But I find it hard to be more specific about this. (see intern checklist).

6) In terms of the quadrant we used to analyze your written presentation, I feel your methods put you in the "traditional" quadrant. Yet, your aspirations put you in the "open" quadrant.

Quarterly Report Sample

CFC student Michael Clark of Cleveland, Ohio, works with program advisor Walt Hopkins, who is also CFC's Area Coordinator for Cleveland. This is Michael and Walt's first quarterly report, and illustrates both the changes a new CFC student often goes through and a good way for student and PA to cooperate on the writing of quarterly reports.

a) The most important service CFC offers is the freedom and responsibility and flexibility. As a person and a learner I need the freedom to be responsible for my own actions.

The PA also is one of the most important services CFC offers. It's good to have someone to talk to that knows all the things that I am doing. For then there are things which can more easily be understood, which deal with my learning. It saves a great deal of explaining.

b) We both are slightly unclear on some procedures dealing with academic forms, i.e., on the writing of project descriptions, who is to copy the forms, what exactly does the Academic Council want, but we are both learning by experience.

Walt has indicated that the weekly letters were slow in starting and have been difficult to maintain. A quarterly calendar should help these problems.

c) I am beginning to get an idea of the structure of my future more clearly developed. My studies will most likely last for three years. The first year will be grounded in philosophy. The following two years there will be a stronger integration of the sciences and philosophy.

d) Two of the projects, Metaphysics and Ethics, will be completed at this quarter's end. The two other projects, The Odyssey and the Poetry study, will be at their midpoint at the time of this report. Walt adds about The Odyssey that the issue of the written responses to the readings is under discussion.

e) Strengths:

We are both interested in the learning process and its improvement.

We learn from each other.

Walt adds:

We like each other.

We both are interested in expanding CFC.

We also have a long history of sharing excitement in learning.

Weaknesses:

There are times when I would like to talk and/or should ask for help but I usually don't.

I need to talk more about what I'm doing.

Walt adds:

We are overly tolerant of each other's shortcomings.

We have an inability to talk regularly due to the distance which we live from each other.

Improve:

I shall talk about things more directly.

Walt adds:

We will have a regular exchange of letters each week.

We will give more tough support of each other.

We shall have more calls or meetings each week on student-PA stuff.

f) I have a large increase in my desire to learn. It was given birth by a situation where I can and am learning.

Walt thinks my progress is excellent--an increased sense of my own power.

g) Strengths:

I have an increased knowledge of what I want to learn.

I have increased my abilities at learning through conversation.

I have found out conclusively that enthusiasm and depression are a major part of the learning (living) process.

I have had an increase in the struggle over my values (what is important to me, whether my ability to confuse others does what I want it to).

I am clarifying my thinking. It's becoming more concise. I am also developing more support for my thoughts.

I am increasing my ability to see ambiguity.

Walt adds:

I have: enthusiasm, breadth of background knowledge in various fields, and the ability to excite others.

Weaknesses:

I still have a dislike of doing one thing at a time, especially in writing essays (almost rejecting what essays are for).

I still have a hangover from institutions: many things.

I can't spell.

Walt adds:

I need more clarity in writing. I also have the ability to confuse others.

Empire State College

Contract #1

Full or part-time: Full
 Duration of quarter: 19 October
 1971 - 17 January 1972
 Duration of Contract: 4 weeks
 (19 October 1971 - 16 November 1971)

Mentor:
 Program: Art and Literature
 of the Western World
 Module: Self-inventory

I. Objectives

- A. To determine the student's present general level of knowledge of the Humanities with special attention upon the Arts.
- B. To gain some insight into the student's critical capacities.
- C. To evaluate the student's general skill in written communication.
- D. To determine the student's ability to read French.
- E. To see to what extent the student's professional activities could be used as resources in this Program.
- F. To utilize the above information in helping to determine the form and content of Contract #2.

II. Procedures

- A. Discuss in writing as fully as you think appropriate the books you have read, the plays, films, and ballets you have seen, the concerts you have attended, and the museums you have visited during the past two years. What do you feel to be the inherent differences and similarities of the various art forms? What effects do these inherent qualities have upon the intent of the artist and the effect upon the observer. Conclude this particular paper with observations on the topic "An Art Form for our Time."
- B. Your professional training and experience is that of an anesthetist, a profession that appropriately falls into the medical/scientific bracket. Being an "applied" science, in this case one specifically intended to affect individuals in pre-conceived ways, it brings you continually in touch with people and with their problems. Prepare a written analysis of your professional work considering it, first, as a sociological experience and, next, as a psychological experience.
- C. A part of this Contract is a short article in French from the 4/1971 issue of Theatre in Poland. Using a French-English dictionary as necessary, translate the article. Do not spend over one and one-half hours on this unit.
- D. Listen to recordings of Vivaldi's The Four Seasons and Glazunov's The Seasons.

1. Write an essay comparing and contrasting the form and content of the two compositions.
 2. Using any color medium in which you feel at ease, make an abstraction of each of the compositions.
- E. In 1911 Sir Max Beerbohm, long known as a caricaturists, critic, and wit, delighted the literary world with the publication of his only novel, Zuleika Dobson. After you have read it, discuss in writing the role that satire plays in this novel. Please write down any words in the novel that you have to look up in the dictionary.

III. Evaluation

- A. The Mentor and student will meet at least twice a week to discuss the student's progress on this Module.
- B. Each piece of the student's written work will be read and commented upon by the student's Mentor and one other Mentor or Tutor.
- C. At the conclusion of this Module, the student, the student's Mentor, and one other Mentor will meet for an informal discussion that will range broadly over the content of the Module.
- D. Finally, the student and Mentor will decide whether or not the student should progress to Contract #2.

Notes: Please remember that the only purpose of this Module is to give both student and Mentor some indication of the student's background and capacity to approach this background and capacity to approach this background critically. Except for the unit on French, there are no "right" or "wrong" answers to the above. The objective of this Module, therefore, would be defeated were the student to do any research in the preparation of the papers. The nature of future Contracts will depend, in part, on discovering where the student stands at this moment.

Insofar as possible, the student should make two copies of all written material, one copy to be retained and one copy to be given to the Mentor.

Student

Mentor

Countersigning Mentor

Dean

18 October 1971

Distribution: Student, Mentor, Dean, President (Information copy)

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